

APPENDIX C

CAHSEE Teacher Survey—Spring 2002

California High School Exit Examination (CAHSEE) Evaluation Teacher Longitudinal Sample Survey Spring 2002

Teacher Name:
School Name:

SECTION 1 DIRECTIONS:

Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response. All teachers should complete Section 1 (pages 1-4). Section 2 or 3, depending on primary subject area, may be completed by the individual teachers or by a group of the appropriate subject area teachers.

1. What is your highest level of education?

- ☐ Bachelor's (4-year) degree
☐ Some graduate school
☐ Master's Degree
☐ Doctorate Degree
☐ Other (specify) _____

2. What is the primary subject area you teach?

- ☐ English-Language Arts (E-LA)
☐ Mathematics (Math)

3. Are you certified in your primary subject area?

- ☐ Yes
☐ No (specify other area) _____

4. Including the 2001-2002 school year, how many years have you

-been a teacher? _____
been a teacher in your primary subject area? _____
taught in your present school? _____

About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

5. What grade level do you teach? (Mark all that apply.)

- ☐ 9th
☐ 10th
☐ 11th
☐ 12th

6. What is your average enrollment per class period this year?

7. What is the average percentage of the students in your classes who speak English fluently?

- ☐ 100%
☐ 90% - 99%
☐ 75% - 89%
☐ 50% - 74%
☐ Less than 50%

8. Think about the level of preparation that students in your classes have in your subject area -- math or English-Language Arts (E-LA) -- for proficiency on the CAHSEE.

If you are a **mathematics teacher**, estimate the overall average percentage of students in each of the following categories:

- Excellent math preparation _____
 Good math preparation _____
 Fair math preparation _____
 Poor math preparation _____

Total = 100%

If you are an **English-Language Arts teacher**, estimate the overall average percentage of students in each of the following categories:

- Excellent E-LA preparation _____
 Good E-LA preparation _____
 Fair E-LA preparation _____
 Poor E-LA preparation _____

Total = 100%

9. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

- ☐ None
☐ Less than 1 hour
☐ 1 - 3 hours
☐ More than 3 hours

10. In general, how often do you plan for students in your classes to: ...?
(Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do work from supplemental materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work with hands-on materials, physical models, or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in pairs or small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Take quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Be asked to apply subject area knowledge to real-world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Write a few sentences about a topic or its consequences (or a math problem or its solution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Write reports or complete projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Conduct research on issues or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Present their work to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. During the current school year (2001-2002), how much time, in total, did you spend in professional development workshops, inservice, or seminars in your primary subject area. Include attendance at district-sponsored training and external training.

- ☐ None
☐ Less than 6 hours
☐ 6 - 15 hours
☐ 16 -35 hours
☐ More than 35 hours

About the California High School Exit Examination

12. How much do you know about the:

a. California High School Exit Examination (CAHSEE)?

- ☐ I do not know anything about the CAHSEE.
☐ I have only general information about the CAHSEE.
☐ I know what knowledge and skills are covered by the CAHSEE.
☐ I know the plans for administering the CAHSEE.

b. State Content Standards?

- ☐ I do not know anything about the state content standards.
☐ I have only general information about the content standards.
☐ I know essential information about the content standards.
☐ I am very knowledgeable about the content standards.

c. CAHSEE Score Report?

- ☐ I do not know anything about the CAHSEE score report.
☐ I have only general information about the CAHSEE score report and how to apply it.
☐ I know enough about information in the CAHSEE score report to use it for planning to change instruction.
☐ I am very knowledgeable about information in the CAHSEE score report and how to use it to change instruction.

13. What have been your sources of information about the CAHSEE? (Mark all that apply.)

☐ None

☐ School-provided information

☐ State-provided information

☐ District-provided information

☐ Newspaper

☐ Education organization (e.g., publication, meeting, etc.)

☐ Professional association (e.g., publication, meeting, etc.)

☐ Computer-based source (e.g., listserv, newsgroup, etc.)

☐ Other (specify) _____

For those activities you marked in the 1st column, mark the **three (3)** that you consider **most important** in CAHSEE preparation for your students.

For those activities you marked in the 1st column, mark the **three (3)** that you consider **least important** in CAHSEE preparation for your students.

14. What was your reaction to the performance of students in your school on the Spring 2001 CAHSEE?

☐ Better than I expected

☐ About what I expected

☐ Worse than I expected

☐ I don't know

Why? _____

15. Based on instruction in your school and what you know about your feeder schools, how well prepared do you feel the students will be to pass the High School Exit Examination when they are in 10th grade?

☐ Very well prepared

☐ Well prepared

☐ Prepared

☐ Not well prepared

☐ Not at all prepared

16a. During this school year (2001-2002), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review, etc)?

☐ None

☐ Less than 6 hours

☐ 6-15 hours

☐ 16-35 hours

☐ More than 35 hours

16b. How much classroom instruction time do you estimate you spent on activities that you would not have if it weren't for the CAHSEE (e.g., unit or course review, etc.)?

☐ None

☐ Less than 6 hours

☐ 6-15 hours

☐ 16-35 hours

☐ More than 35 hours

16c. During this school year (2001-2002), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?

☐ None

☐ Less than 6 hours

☐ 6-15 hours

☐ 16-35 hours

☐ More than 35 hours

17. How would you rate the quality of the professional development related to the California High School Exit Examination you have received this year...

	Poor	Fair	Good	Excellent
From local sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From state sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What activities did you personally undertake to prepare your students for the Spring 2002 administrations of the CAHSEE? (Mark all that apply.)

For those activities you marked in the 1st column, mark the **three (3)** that you consider **most important** in CAHSEE preparation for your students.

For those activities you marked in the 1st column, mark the **three (3)** that you consider **least important** in CAHSEE preparation for your students.

<input type="radio"/> No special preparation		
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encouraged students (and through their parents) to take demanding courses	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Worked with feeder school teachers	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Modified my instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encouraged other teachers to include instructional activities that incorporate E-LA and math standards	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Talked with my students	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Administered "early warning" tests	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used class test results to change instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used class test results to design remedial instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encouraged summer school attendance	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Suggested remedial classes rather than electives	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Talked or worked with parents	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify)	<input type="radio"/>	<input type="radio"/>

19. How responsible do you think teachers other than E-LA and math view themselves for student success on the CAHSEE?

- ☐ Very responsible
☐ Somewhat responsible
☐ Slightly responsible
☐ Not at all responsible

20. How would you characterize your opinion of the CAHSEE?

- ☐ Very positive
☐ Positive
☐ Neutral
☐ Negative
☐ Very negative

21. How do you think your opinion of the CAHSEE compares to other teachers in your department (English or Math)?

- ☐ Much more positive
☐ Somewhat more positive
☐ About the same
☐ Somewhat more negative
☐ Much more negative
☐ Do not know

22. Please describe any specific changes you made in the 2001-2002 school year to your classroom instructional practices based on influences you attribute to the CAHSEE.

23. Please describe any specific changes you plan to make in the future to your classroom instructional practices based on influences you attribute to the CAHSEE.

24. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a. ...student motivation prior to taking the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...motivation to excel for students who pass?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...motivation to excel for students who do not pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...parental involvement for students who do not pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....this year (2001-2002)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....next year (2002-2003)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....in 2 years (2003-2004)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....in 4 years (2005-2006)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please describe any specific challenges you feel your school and students face in meeting the requirements of the CAHSEE.

27. Please describe any specific benefits for your school and students that you feel are associated with meeting the requirements of the CAHSEE.

28. Please write any comments about other factors specific to you, your classes, or your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Please complete **Section 2** if you are an **English-Language Arts teacher**.

Please complete **Section 3** if you are a **Mathematics teacher**. (starting on p.12)

SECTION 2: About English-Language Arts(E-LA) and State Content Standards

DIRECTIONS: *Section 2 concerns the ways in which students are prepared to pass the English-Language Arts of the CAHSEE. Mathematics teachers should skip to Section 3.*

2-1 Indicate respondent for this section of the survey.

- ☐ Individual—English-Language Arts Teacher
- ☐ Group—English-Language Arts Department Members (How many? _____)
- ☐ Other (specify) _____

2-2 Based on your knowledge of the English-Language Arts standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- ☐ Less than 1/4
- ☐ 1/4 - 1/2
- ☐ About 3/4
- ☐ Almost all
- ☐ No knowledge of CAHSEE English-Language Arts standards

2-3 What plan does your school have to increase coverage of the English-Language Arts content standards assessed by the CAHSEE? (Mark all that apply.)

- ☐ Involving teachers of other subjects to ensure coverage of the E-LA content standards
- ☐ Committee initiative to recommend modifying curriculum
- ☐ Inservice training to modify instructional practices
- ☐ Recommend changing graduation requirements to include English-Language Arts courses that enhance student success on the CAHSEE
- ☐ None- English-Language Arts content standards already fully covered
- ☐ Other (specify) _____

2-4 In developing the CAHSEE, several questions were tried out for each of the content standards. The standards below are ones where student performance was particularly low in the tryouts. We would like to know in which courses, if any, these standards are taught. For each standard, please complete the following steps:

- 1 Decide whether it is taught in one or more of the courses offered in your district. If it is not, mark "Not Taught in Any Courses" and move to the next standard.
- 2 If it is taught, identify up to three courses from the list below where the standard is taught. For each course, mark the letter, A through K, which corresponds to the course title from the list. There also is space to add the title of an additional course where the standard is taught.
- 3 In the first two columns, mark one choice to indicate whether the standard is **partially** or **fully** taught in this course.
- 4 In the last two columns, mark whether the course is only taken by **some students** (1/4 to 3/4) or is taken by **most students** (more than 3/4). If fewer than 1/4 of your students take this course, do not mark either of these bubbles.

List of Selected English-Language Arts Courses	
(A) Comprehensive English-Grade 7	(G) World/Other Literature
(B) Comprehensive English-Grade 8	(H) Composition
(C) Comprehensive English-Grade 9	(I) Language Structure/Language Arts
(D) Comprehensive English-Grade 10	(J) English as a Second Language
(E) American Literature	(K) Developmental Reading
(F) English Literature	

Source: CBEDS (California Basic Educational Data System)

SAMPLE

Reading Comprehension (Focus on Informational Materials): Comprehension and Analysis of Grade-Level-Appropriate Text	<input type="radio"/> Not Taught in Any Courses Course (A B C D E F G H I J K) (A B C D E F G H I J K) (A B C D E F G H I J K) Other (specify) _____	Standard is		Course taken by	
		Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
a. Standard 2.3-Generate relevant questions about readings on issues that can be researched.		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading Comprehension (Focus on Informational Materials)

- a. Standard 2.3-Generate relevant questions about readings on issues that can be researched.

☐ Not Taught in Any Courses
Course

A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- b. Standard 2.8-Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literary Response and Analysis

- c. Standard 3.1-Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- d. Standard 3.7-Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- e. Standard 3.8-Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- f. Standard 3.12-Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing Strategies

- g. Standard 1.1-Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

☐ Not Taught in Any Courses
Course

A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- h. Standard 1.2-Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- i. Standard 1.5-Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written and Oral English Language Conventions

- j. Standard 1.2-Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- k. Standard 1.3-Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing Applications (Genres and Their Characteristics)

- l. Standard 2.4-Write persuasive compositions:
- Structure ideas and arguments in a sustained and logical fashion.
 - Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - Address readers' concerns, counterclaims, biases, and expectations.

☐ Not Taught in Any Courses
Course

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing Applications (Genres and Their Characteristics) - continued

- m. Standard 2.5 Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact.

☐ Not Taught in Any Courses

Course			students	students
(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2-5 Please write any comments, specific to your district, schools, and students, about the English-Language Arts content standards, the CAHSEE, and opportunities for students to learn the content addressed by the standards.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Thank you for your cooperation.

SECTION 3: About Mathematics and State Content Standards

DIRECTIONS: Section 3 concerns the ways in which students are prepared to pass the mathematics standards tested by the CAHSEE. English-Language Arts teachers should skip this section.

3-1 Indicate respondent for this section of the survey.

- ☐ Individual—Mathematics Teacher
- ☐ Group—Mathematics Department Members (How many? _____)
- ☐ Other (specify) _____

3-2 Based on your knowledge of the mathematics standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- ☐ Less than 1/4
- ☐ 1/4 - 1/2
- ☐ About 3/4
- ☐ Almost all
- ☐ No knowledge of CAHSEE mathematics standards

3-3. What plan does your school have to increase coverage of the mathematics content standards assessed by the CAHSEE? (Mark all that apply.)

- ☐ Involving teachers of other subjects to ensure coverage of the mathematics content standards
- ☐ Committee initiative to recommend modifying curriculum
- ☐ Inservice training to modify instructional practices
- ☐ Recommend changing graduation requirements to include mathematics courses that enhance student success on the CAHSEE
- ☐ None - Mathematics content standards already fully covered
- ☐ Hire more algebra teachers
- ☐ Other (specify) _____

3-4 In developing the CAHSEE, several questions were tried out for each of the content standards. The standards below are ones where student performance was particularly low in the tryouts. We would like to know in which courses, if any, these standards are taught. For each standard, please complete the following steps:

- 1 Decide whether it is taught in one or more of the courses offered in your district. If it is not, mark "Not Taught in Any Courses" and move to the next standard.
- 2 If it is taught, identify up to three courses from the list below where the standard is taught. For each course, mark the letter, A through K, which corresponds to the course title from the list. There also is space to add the title of an additional course where the standard is taught.
- 3 In the first two columns, mark one choice to indicate whether the standard is **partially** or **fully** taught in this course.
- 4 In the last two columns, mark whether the course is only taken by **some students** (1/4 to 3/4) or is taken by **most students** (more than 3/4). If fewer than 1/4 of your students take the course, do not mark either of these bubbles.

List of Selected Mathematics Courses	
(A) General Math	(G) (Plane) Geometry
(B) Math A	(H) Integrated Math I
(C) Math B	(I) Integrated Math II
(D) Pre-Algebra	(J) Consumer Math
(E) Beginning Algebra	(K) Remedial Math
(F) Intermediate Algebra	

Source: CBEDS (California Basic Educational Data System)

SAMPLE

		Standard is		Course taken by	
		Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
<p>Statistics, Data Analysis, and Probability (Grade 6): Students determine theoretical and experimental probabilities and use these to make predictions about events</p> <p>a. Standard 3.5-Understand the difference between independent and dependent events.</p>	<input type="radio"/> Not Taught in Any Courses				
	Course (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statistics, Data Analysis, and Probability: Students determine theoretical and experimental probabilities and use these to make predictions about events

- a. Standard 3.5-Understand the difference between independent and dependent events.

☐ Not Taught in Any Courses
Course

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Algebra and Functions: Students graph and interpret linear and some nonlinear functions

- b. Standard 3.1-Graph functions of the form $y=n^2$ and $y=n^3$ and use in solving problems.

☐ Not Taught in Any Courses
Course

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. Standard 3.4-Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of a line equals the [ratio of the] quantities.

☐ Not Taught in Any Courses
Course

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Measurement and Geometry: Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures

- d. Standard 3.2-Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their images under translations and reflections.

☐ Not Taught in Any Courses
Course

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Algebra 1

- e. Standard 9.0-Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

☐ Not Taught in Any Courses
Course

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- f. Standard 10.0-Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

☐ Not Taught in Any Courses
Course

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

